

Afterschool Youth Development Quality Standards



AZ READY GRADUATION TASK FORCE
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Afterschool Defined



- Afterschool youth development (afterschool, OST) is an inclusive term referring to programming that takes place during the out-of-school time hours, which includes before school, after school, summers, holidays and weekends. More recently it also includes third party youth development programming occurring during the school day.
- Quality afterschool programming is structured, providing a diverse range of programming to enrich learning experiences, promote healthy living and support positive emotional, social and cognitive development in children and youth.

Impact of Afterschool Programs



- Participation in afterschool programs is associated with:
 - Better attitudes toward school and higher educational aspirations, higher school attendance, less disciplinary action and improved homework completion
 - Improved social and developmental outcomes include. communication skills, relationships with others, increased self-efficacy, development of initiative
 - Improved healthy lifestyles and knowledge of nutrition and exercise

Impact of Afterschool Programs



- Research shows critical factors that must be in place to have this impact to occur there must be
 - Access to and sustained participation in programs
 - Quality programs
 - Strong partnerships
 - For more specific academic outcomes: balance between academic support and engaging, fun, and structured extracurricular or co-curricular activities, which promote youth development in a variety of real-world contexts

Continuous Quality Improvement



- Quality improvement is a three part, ongoing process
 - Standards, Assessment, Professional Development
- Components of quality
 - Physical and psychological safety
 - Effective management practices
 - Appropriate supervision and structure
 - Well-prepared staff
 - Intentional programming with opportunities for autonomy and choice
 - Strong partnerships amongst various settings in which program participants spend their day (schools, afterschool programs, families)

Why Quality Standards



- **Afterschool Providers (including districts/schools)**
 - For self –assessment, measurement, accountability and quality improvement; to provide a shared framework for collaboration with others.
- **Funders and Policy Leaders**
 - To link funding and accountability to research-based, measurable outcomes.
- **Parents and Families**
 - To understand the essential elements of high quality programs and to be able to advocate on behalf of their children and youth.
- **Educators**
 - To understand the essential elements of high quality programs and to be able to advocate on behalf of their students.
 - To understand the framework being followed by afterschool providers and be able to collaborate with them to holistically meet the needs of youth.

Connection to Common Core



- Identify similarities and differences between Common Core and afterschool, and expanded learning opportunities and competencies within both
- Connect afterschool to district based or state led professional development around common core and new state assessments

Effective Practices in Establishing Quality Standards



- Endorsed and adopted by State Agency, State Education Agency and Afterschool Licensing Agency, with buy in from stakeholders including providers
 - 34 states have and/or are writing Quality Standards
- Establish common core quality standards with complementary content focused standards
 - Summer Programs, STEM, College Access, Mentoring etc...
- Once established, linked to assessment and professional development

The Role of Governor's Office



- Task AzCASE and VSUW to develop afterschool youth development quality standards in partnership with Arizona STEM Network, Arizona College Access Network and the community, that once completed will be adopted by the state.
- Engage state partners to voluntarily adopt the quality standards
- Advocate with ADE and DHS to jointly task AzCASE and VSUW to develop quality standards and once complete, adopt the standards and engage their providers to voluntarily adopt them as well.

Resources



- Harvard Family Research Project